Academic Program Review

ACADEMIC YEAR	2013-2014	☐ Basic Skills ☐ Transfer ☒ Career Technical Education (CTE)
PROGRAM	Associate Degree Nursing-RN	
DEPARTMENT	Department Nursing & Allied Health	
DIVISION	Division- Health & Sciences	
SUBMITTER	Susan Carreon	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	**INSTITUTIONAL GOAL(S)** (Check all that apply.)

1	**PAST PROGRAM GOAL #1**	**INSTITUTIONAL GOAL(S)**
	Identify Program Goal from Last Program Review: Replace 3 Faulty lost to retirement	☐ 1 ☒ 2 ☒ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met Two faculty hires were approved but only 1 position was successfully filled due to lack of applicants. The second position was for psychiatric/med-surg nursing. Currently, with the newly approved curriculum, the need is more for a pediatrics/med-surg faculty. Our current faculty member with expertise in pediatrics is needed to teach content in a different semester (4th) than where the peds content now is (3rd), hence the need for a faculty to teach peds/med-surg in third semester.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Develop Succession plan for future Director of Nursing.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Screening for a permanent Assoc. Dean for Nursing & Allied Health occurred during fall 2013 and the new permanent person was hired and began January 1, 2014.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Continue curriculum review to incorporate current content.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Completed curriculum revision reflecting current nursing competency standards and reduced total units. Curriculum has been approved by the State Chancellor's office and by the CA BRN	

3	PAST PROGRAM GOAL #4	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Increase Cohort Retention rate	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Cohort retention rates for the classes graduating in Spring and Fall 2013 have averaged 78.2% with attrition at 21.7%. These numbers are better than the BRN specified minimums of 75% for retention and less than 25% for attrition. We would like to increase cohort retention to 80% or better with	

	attrition at 20% or less.	

3	PAST PROGRAM GOAL #5	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Successfully meet all BRN recommendations from Spring 2013 Approval visit.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** All BRN recommendations have been met.	

Comments:

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

      The RN program is an impacted program with more qualified applicants than space allowed. Clinical classes are limited by hospital safety requirements. The nursing courses have enrollments at or near cap. Small variances may be due to minimal failure/withdrawals and/or re-admittances. Most RN classes are offered during the daytimes Monday through Friday, with a few short term clinical classes offered in the evenings due to clinical space limits and multiple needs of this and the VN program. Enrollment in the RN program has been stable but there has been a downward trend in number of qualified applicants in recent application cycles. Potential student applicants report difficulty getting into and successfully passing the pre-requisite science classes.

   b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

      Nursing classes traditionally have a very low WSCH/FTEF due to BRN and affiliating hospital requirements for a low faculty/student ration in clinical classes (typically 1:10 or less). However, nursing is the most prevalent major at the college and potential nursing students are present in very large numbers in many of our pre-requisite classes and thus contribute to overall productivity indirectly. We do have a concern that there is a “bottleneck” in some of our pre-requisite science classes (both in the ability to enroll and the ability to be successful) that is negatively impacting the number of qualified applicants from which to select students who will be successful in the nursing program.

   c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps. N/A

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

The RN program has consistently very high success and retention rates. No significant differences are noted between ethnic groups or by gender.

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

Essentially all students complete the program with the ADN awarded.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

We are currently exploring the possibility of National ACEN (Accrediting Commission for Education in Nursing) accreditation for the program. This would be beneficial for the students when applying for jobs or further education. It would also make the program eligible for Federal grant funds to support program activities.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

The last program review and the BRN approval visit in 2013 recommended a review and revision of the curriculum to reflect current standards. The RN program faculty have since completed a major total curriculum revision. This revision included significantly reducing total program units and a curriculum based upon QSEN (Quality and Safety Education for Nursing) competencies which is recommended by most major nursing organizations. The faculty are also planning to incorporate new teaching methodologies ("Flipped classroom") which will strengthen student independent preparation and learning while in the classroom.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

Our program consistently graduates an average of 20 students each semester or 40 per year. All students must pass the NCLEX-RN in order to become Licensed and employed as an RN. Our NCLEX RN pass rates have averaged from 86.2% to 100% for first –time takers during the past 2 years. Employment Trends (Employment Development Department):

Occupation	TOP Code	SOC Code	2008	Average Job Openings per Year
Registered Nurse	1230.10	291111	730	29*

*Same data as 2012. No updates from State Employment Development
Occupational Employment Projections 2008-2018
Imperial County
http://www.labormarketinfo.edd.ca.gov/CommColleges/

Employment Trends (Faculty Assessment):

- Employment currently stable in Imperial County region(as compared to decreases in other CA areas)
- Affordable Care Act expected to greatly increase need for nurses

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: Successfully implement newly revised RN curriculum		☐ 1 ☒ 2 ☒ 3 ☐ 4
Objective: 1.1Implement semester 1 and 2 of newly revised curriculum		
Task(s): 1.1.1 Hire faculty with peds/med-surg expertise 1.1.2. Secure clinical sites for geriatrics and pediatrics student learning experience 1.1.3 Schedule classes 1.1.4 Plan learning activities within new theory and clinical framework-ie "flipped classroom"		
Timeline: Fall 2014		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☒ Staffing	$80,000

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: Increase funding to support program activities		☐ 1 ☐ 2 ☒ 3 ☐ 4
Objective: 2.1Increase budget amounts previously supported by categorical funds such as travel, supplies, outreach		
Task(s): 2.1.1 Increase General fund $ for outreach (program materials, etc)- $5,000 2.1.2 Increase general fund $ for professional Development/travel- $8,400 2.1.3 Increase general fund $ for instructional supplies- $5,000		
Timeline: 14/15 Fiscal year		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☒ Marketing ☐ Technology ☒ Professional Development ☐ Staffing	$18,400

2	FUTURE PROGRAM GOAL #2 continued Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal: Increase Funding to support program activities		☐ 1 ☐ 2 ☒ 3 ☐ 4
Objective: 2.2 Secure outside funding sources		
Task(s): 2.2.1 –Research grant opportunities appropriate to support program goals 2.2.2- Submit applications for grants as appropriate to support program goals 2.2.3- Explore possibility/eligibility requirements for ACEN Accreditation to improve opportunity for Federal grant funding		
Timeline: End of 2014-2015		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

TOTAL BUDGET REQUEST	$_____

1. How will your enhanced budget request improve student success?

Goal #1, objective 1- The BRN requires a content expert in each Nursing specialty. Hiring a faculty with expertise in peds and med/surg will provide program and students with Faculty in to enhance student success in the third semester of the new curriculum.

Goal #2- Program has been successful largely due to previous grant funds. This success needs to be continued via increased general fund support and/or new sources of grant funds

Comments:

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Students meet or exceed pass rates set for national licensing exam (NCLEX-RN). Est. Completion Date: Within 4 months of program completion Way(s) to assess: NCLEX and BRN official reporting	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: During 2012, 34 completers took and passed NCLEX RN (100% pass rate). For Oct 1 2013-Dec30 2013- 22 have completed with 19 passing NCLEX (86.4%) This rate is above both the state and national pass rates for first-time takers.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The difficulty level of the NCLEX RN was increased significantly in April 2013, with the state and national pass rates reduced accordingly. This could explain the drop in IVCs pass rate from 100%	

	to 86%. Faculty will need examine current exams to more closely approximate the increased difficulty of the national exam. Grant funds that have supported a review class for graduates will not be available during the next year, which may have an impact on performance in the future. Students will be strongly urged to purchase their own review class or on-line review.	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome: Student cohort complete "on-time" rate. It measures the number of students that stay in their original cohort and graduate within 4 semesters. Est. Completion Date: By the completion of RN 241 Way(s) to assess: # graduating on schedule/# in cohort in 1st semester Assessment done with data submitted for the annual report to the California Board of Registered Nursing.	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: 36 of 46 graduates from Spring 2013 and Fall 2013 completed within 4 semesters. (78.3%) The BRN requirement is 75% or greater. The attrition has increased slightly over the previous year.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Though we are above the BRN minimum, the trend downward needs to be closely monitored.	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome: Students meet the minimal preset score on ATI Comprehensive Predictor prior to exiting RN 241. Est. Completion Date: By completion of RN 241. Way(s) to assess: ATI standardized test scoring	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: For spring 2013, 79% achieved the minimum pre-set score, For Fall 2013 82% achieved the minimum pre-set score.	
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The preset score is at or above 90% prediction of passing NCLEX-RN. This is an early alert that identifies students at risk for failure on the licensing exam and allows faculty assist students	

	with a plan for improvement. Faculty will continue to monitor for the correlation with passing NCLEX and identify areas in the curriculum that need strengthening.	

***** ATTACH PLO/SLO GRID *****

Program Outcomes and Course Alignment Grid for Imperial Valley College

Program: Registered Nursing, Degree & Program Completed on: May 17,2013

Prepared by: Rick Fitzsimmons, Celeste Armenta, Donna Davis, Rosalba Jepson, Terrie Sullivan and Susan Carreon

Course	Communication	Critical Thinking	Personal Responsibility	Information Literacy	Global Awareness	# Outcomes identified
NURS 100	0	3	1	1	0	1
NURS 110	3	3	3	3	3	3
NURS 111	3	3	1	3	0	1
NURS 112	3	3	3	3	3	3
NURS 113	0	3	1	0	0	2
NURS 121	3	3	3	3	3	3
NURS 123	0	3	1	1	0	1
NURS 125	3	3	3	3	2	8
NURS 224	3	3	3	3	1	1
NURS 225	3	3	3	3	1	1
NURS 211	3	3	3	3	3	1
NURS 231	3	3	3	3	1	8
NURS 221	3	3	2	1	0	1
NURS 230	3	3	3	2	2	1
NURS 241	3	3	3	3	3	8

**FIVE POINT KEY: Using this key, to receive a 3 or 4 the ISLO needs to be measured through the outcome and assessment.

4= This is a STRONG focus of the course. Students are tested on it or must otherwise demonstrate their competence in this area.
3= This is a focus of the course that will be assessed.
2= This is a focus of the course, but is NOT assessed.
1= This is briefly introduced in the course, but not assessed.
0= This is not an area touched on in the course.

Program Level Data

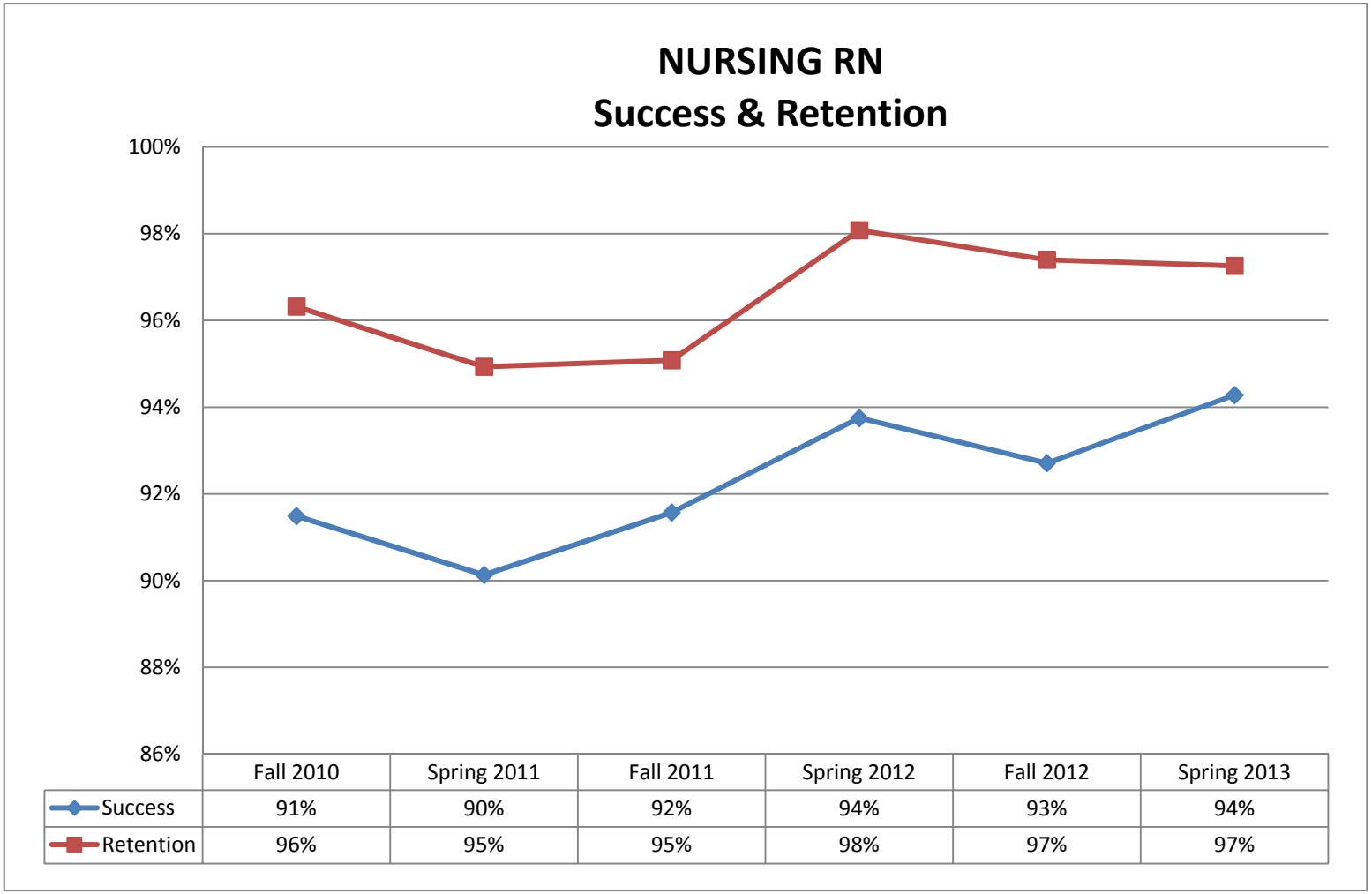
NURS														
Term	Enroll	Fill	Sections	Mass Cap	Avg Class Cap	Avg Class Size	FTES	FTEF	WSCH/FTEF	Success	Retention	Day Classes	Extended Day Classes	Online Classes
Fall 2010	435	101%	26	431	16.58	16.73	80.25	12.7	264.29	91%	96%	24	2	0
Spring 2011	375	89%	25	420	16.8	15	70.6	12.1	224.86	90%	95%	23	2	0
Fall 2011	427	94%	25	454	18.16	17.08	80.43	11.9	260.39	92%	95%	25	0	0
Spring 2012	416	94%	27	444	16.44	15.41	78.19	14.3	233.2	94%	98%	27	0	0
Fall 2012	384	97%	28	396	14.14	13.71	70.13	14	220.94	93%	97%	28	0	0
Spring 2013	402	96%	30	420	14	13.4	74.49	14.5	220.23	94%	97%	28	2	0
% Change from Fall 2010 to Fall 2012	-12%	-4%	8%	-8%	-15%	-18%	-13%	10%	-16%	1%	1%	17%	-100%	NC
% Change from Spring 2011 to Spring 2013	7%	8%	20%	0%	-17%	-11%	6%	20%	-2%	5%	2%	22%	NC	NC

Program Completion

Number of Degrees and Certificates Awarded 2010-2011 through 2012-2013 (3 years)

Degrees	Awarded
A.S. Nursing	121

Certificates	Awarded
N/A	N/A



Gender

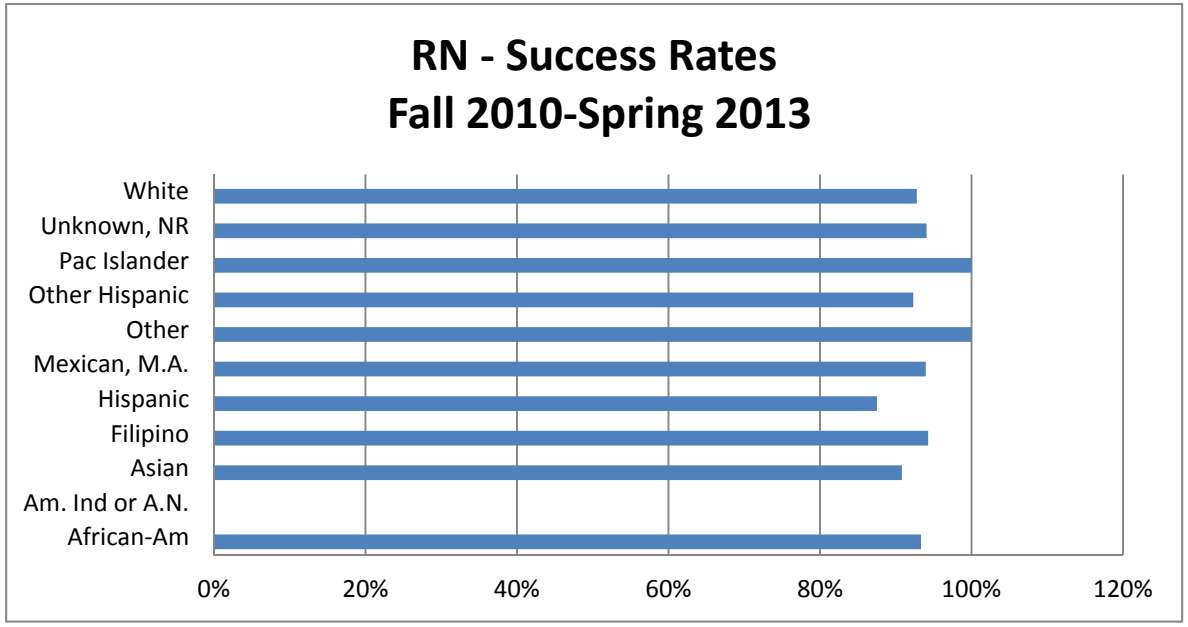
	NURS								
	Female			Male			N/A		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	311	92%	96%	116	90%	97%	7	100%	100%
Fall 2011	287	92%	96%	136	90%	93%	4	100%	100%
Fall 2012	299	92%	96%	124	92%	99%	1	100%	100%
Spring 2011	259	90%	95%	120	89%	94%	5	100%	100%
Spring 2012	280	93%	98%	133	95%	99%	3	100%	100%
Spring 2013	304	93%	97%	146	95%	98%	2	50%	50%
Total	1740	92%	96%	775	92%	97%	22	95%	95%

Ethnicity

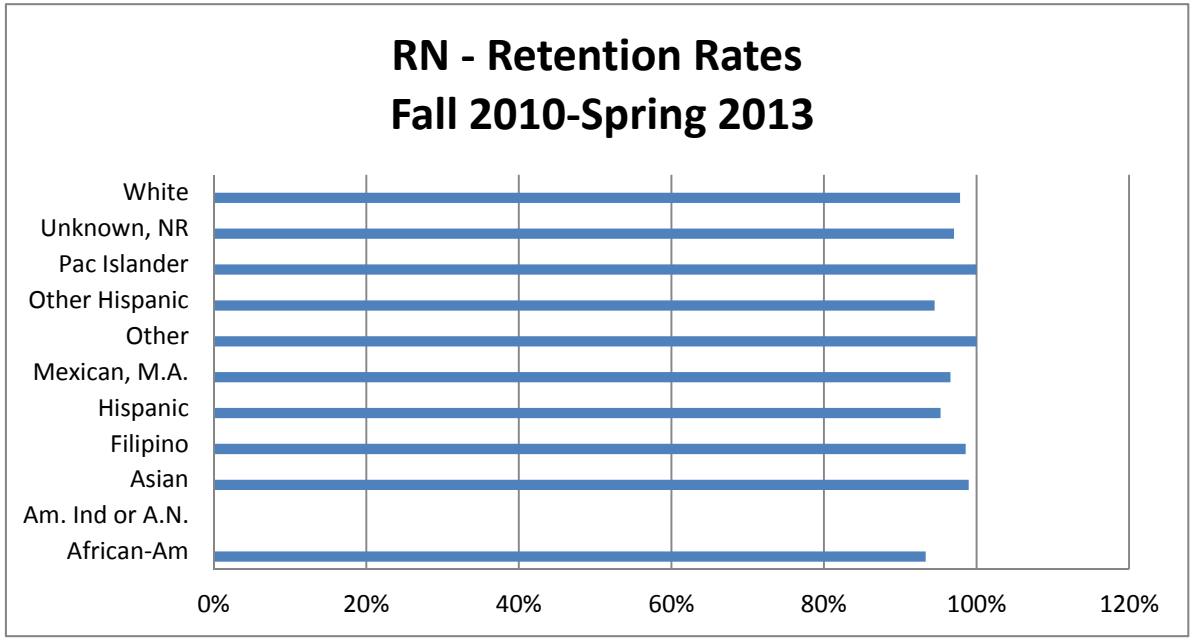
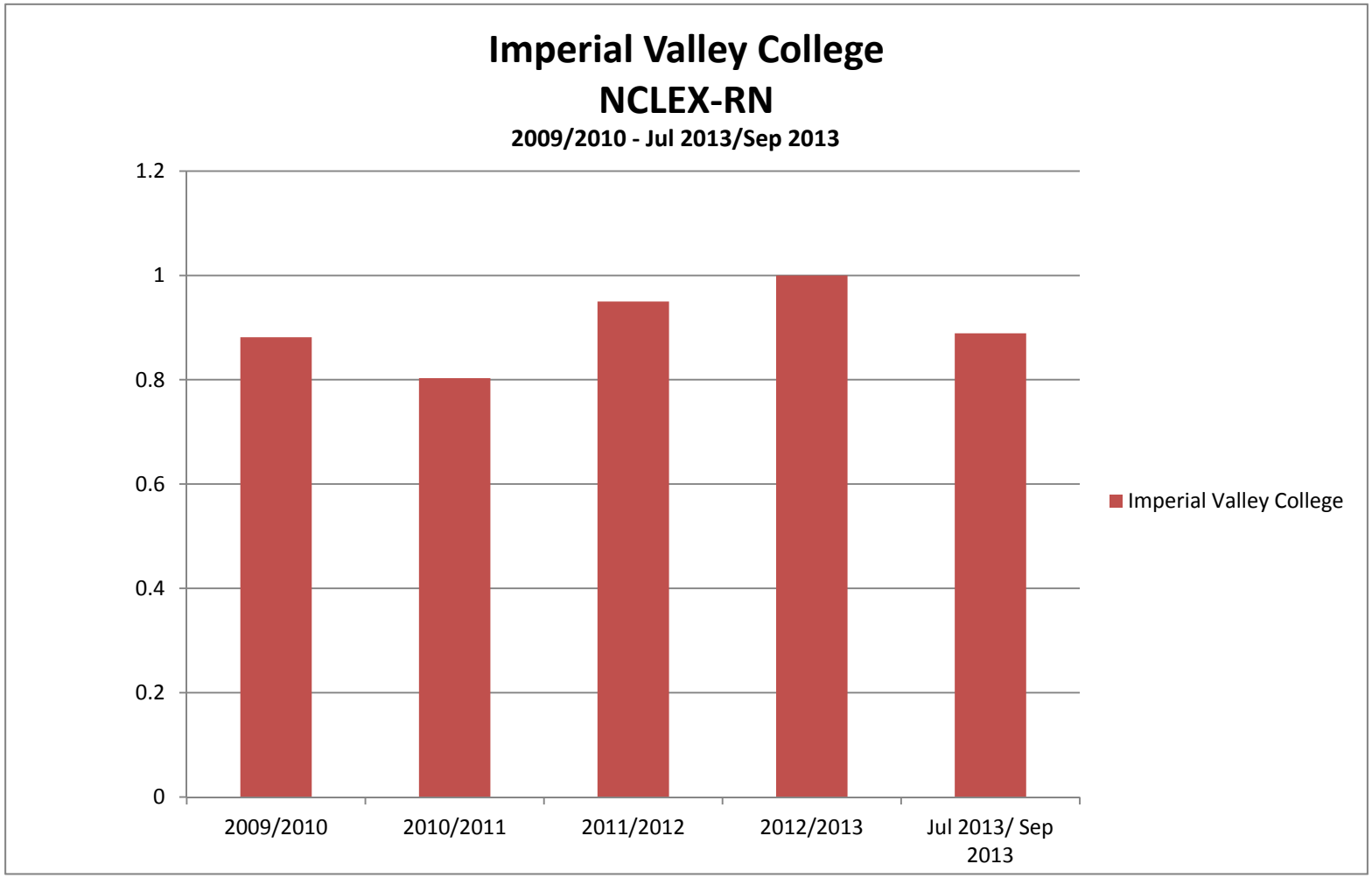
NURS	African-Am			Am. Ind or A.N.			Asian			Filipino			Hispanic			Mexican, M.A.		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	11	100%	100%				8	100%	100%	18	100%	100%	87	91%	98%	216	91%	94%
Fall 2011	7	86%	86%				21	86%	100%	10	100%	100%	88	85%	91%	216	94%	96%
Fall 2012							16	100%	100%	11	100%	100%	110	84%	95%	208	94%	97%
Spring 2011	7	100%	100%				16	81%	94%	13	85%	100%	75	80%	89%	177	94%	97%
Spring 2012	4	100%	100%				16	81%	100%	6	67%	83%	75	91%	100%	236	97%	99%
Spring 2013	1	0%	0%				21	100%	100%	12	100%	100%	158	92%	97%	174	94%	97%
Totals	30	93%	93%	0	NA	NA	98	91%	99%	70	94%	99%	593	88%	95%	1227	94%	97%

NURS	Other			Other Hispanic			Pac Islander			Unknown, NR			White		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010				8	100%	100%	3	100%	100%	32	97%	100%	51	86%	100%
Fall 2011				13	100%	100%				23	91%	96%	49	94%	94%
Fall 2012	3	100%	100%	22	95%	95%				14	93%	100%	40	95%	100%
Spring 2011	1	100%	100%	17	71%	82%				28	100%	100%	50	96%	98%
Spring 2012	5	100%	100%	11	100%	100%				12	83%	83%	51	90%	96%
Spring 2013	4	100%	100%	20	95%	95%				26	92%	96%	36	97%	100%
Totals	13	100%	100%	91	92%	95%	3	100%	100%	135	94%	97%	277	93%	98%

	Success
African-Am	93%
Am. Ind or A.N.	NA
Asian	91%
Filipino	94%
Hispanic	88%
Mexican, M.A.	94%
Other	100%
Other Hispanic	92%
Pac Islander	100%
Unknown, NR	94%
White	93%



	Retention
African-Am	93%
Am. Ind or A.N.	NA
Asian	99%
Filipino	99%
Hispanic	95%
Mexican, M.A.	97%
Other	100%
Other Hispanic	95%
Pac Islander	100%
Unknown, NR	97%
White	98%



School	2009/2010	2009/2010	2010/2011	2010/2011	2011/2012	2011/2012	2012/2013	2012/2013	Jul 2013/ Sep 2013	Jul 2013/ Sep 2013
	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
Imperial Valley College	76	88.16%	66	80.30%	40	95%	34	100%	18	89%